



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5250 East Montgomery Road, Cave Creek, AZ 85327

Cave Creek Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Not Evaluated
2002-03	New School
2001-02	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Denise Horn  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : K-5  
 2004 Enrollment : 658  
 Web Address : www.ccusd93.org  
 Phone Number : (480) 437-3000  
 Fax Number : (480) 595-1312  
 E-mail : dhorn@ccusd93.org

### Mission

The Lone Mountain Community will create a safe, challenging, learning environment in which students feel free to take risks. Our supportive community will promote students to be self-directed in the choices they make about their learning and behavior, because ALL learners are capable of success, NO exceptions.

### School / Academic Goals

- ü We believe that all children have the right to a challenging educational experience. Therefore, the Lone Mountain Community will establish a child-centered, challenging learning environment in which we build strengths.
- ü We believe that learners thrive in a positive, safe, respectful environment. Therefore, the Lone Mountain Community will establish a happy, safe, respectful learning environment for all.

### Enrollment

October 1, 2003 School Year Student Enrollment : 667  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2003-04 : 10

## Instructional Programs

- ü Four Blocks/Everyday Math/Six Traits
- ü Art/PE/Music/Band/Chorus
- ü Kids At Hope/Character Counts
- ü On-Site Special Education
- ü After School Tutoring and Clubs
- ü Gifted Learning Opportunities
- ü Communication Disorder Classroom
- ü Title I Reading

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

## Shared Responsibilities

### School

We believe in the power of students, parents, teachers, administrators and other community members working together to reach the same goals. We provide meaningful volunteer opportunities for our parents through our Helping Hands Program, run by our Volunteer Coordinator. We communicate with our parents through a weekly school newsletter and classroom newsletters. We provide opportunities for our parents to be involved in decision-making through our PTO and Site Council.

### Parents

As a Kids At Hope school, we believe it is the responsibility of all adults to pass on their Four Aces: Provide opportunities to succeed; Set high expectations; Surround our children with caring adults; and Provide our children with an anchor parent. We expect our parents to ensure their child is prepared to attend school and focus on learning each day.

## Transportation Policy

Transportation is provided for all students living more than 1/2 mile from an elementary campus, more than 1 mile from a secondary school, and for Special Education. Transportation is provided from Jomax Rd to Jenny Lynn Rd, and 40th St. to 136th St.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Kids At Hope School	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	463	75509	98	99	100	519	527	521	8	8	13	21	20	23	46	41	33	25	32	31
All Students (Prior Year)	84	422	75372	98	97	100	514	529	523	11	5	9	24	23	25	45	41	36	20	32	30
Female	57	237	37013	98	100	100	518	532	522	4	6	12	21	17	24	56	43	33	19	34	31
Male	68	226	38430	99	99	99	519	521	521	12	10	14	21	22	22	38	38	33	29	30	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	NC	35	30486	NC	100	99	NC	496	505	NC	21	18	NC	28	29	NC	38	32	NC	14	21
Asian/Pacific Islander	NC	10	1780	NC	91	98	NC	504	549	NC	20	5	NC	40	13	NC	10	33	NC	30	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	113	407	35192	98	99	99	520	530	534	7	6	8	20	19	19	47	42	35	26	34	39
Students with Disabilities	10	43	9708	100	100	100	465	487	489	30	24	32	50	36	27	20	30	24	0	9	17
Students without Disabilities	115	420	65801	96	97	98	523	530	525	6	6	11	18	18	23	49	42	34	27	34	33
Limited English Proficient Students	NC	NC	16928	NC	NC	100	NC	NC	485	NC	NC	29	NC	NC	33	NC	NC	26	NC	NC	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	33	36411	--	--	--	NC	489	503	NC	30	19	NC	22	29	NC	41	32	NC	7	20
Non-Economically Disadvantaged	119	430	39040	--	--	--	520	529	534	7	6	8	21	19	19	47	41	34	25	34	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	463	75492	98	99	100	526	530	519	4	6	12	11	10	16	56	54	47	28	30	24
All Students (Prior Year)	86	422	75221	100	97	100	525	533	523	9	3	8	13	10	16	53	61	56	24	26	21
Female	57	237	37014	98	100	100	525	535	523	4	4	10	7	6	15	61	53	48	28	36	27
Male	68	226	38400	99	99	99	527	524	516	5	8	14	15	14	17	52	54	47	29	24	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	NC	35	30438	NC	100	99	NC	504	508	NC	23	17	NC	17	21	NC	53	47	NC	7	15
Asian/Pacific Islander	NC	10	1773	NC	91	98	NC	522	534	NC	20	4	NC	0	10	NC	60	50	NC	20	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	113	408	35177	98	100	99	528	532	528	3	4	8	12	10	13	56	53	49	30	33	31
Students with Disabilities	10	44	9707	100	100	100	513	500	495	25	26	33	25	24	21	13	35	33	38	15	13
Students without Disabilities	115	419	65785	96	97	98	527	532	522	3	4	10	10	9	16	59	55	49	28	32	26
Limited English Proficient Students	NC	NC	16905	NC	NC	100	NC	NC	489	NC	NC	34	NC	NC	28	NC	NC	32	NC	NC	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	33	36302	--	--	--	NC	495	507	NC	33	18	NC	19	21	NC	37	46	NC	11	14
Non-Economically Disadvantaged	119	430	39164	--	--	--	527	532	528	3	4	8	11	9	13	57	55	48	29	32	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	462	75053	98	99	99	631	625	597	8	7	7	3	6	12	78	74	72	10	13	9
All Students (Prior Year)	87	418	73654	100	96	99	535	541	530	11	5	9	8	7	13	70	77	70	10	11	7
Female	57	237	36872	98	100	99	651	652	621	4	3	5	2	6	9	81	73	74	14	18	12
Male	67	225	38109	97	99	99	614	596	573	12	11	10	4	6	14	76	75	69	7	7	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	NC	35	30235	NC	100	98	NC	601	575	NC	7	9	NC	10	14	NC	77	70	NC	7	6
Asian/Pacific Islander	NC	10	1768	NC	91	98	NC	619	651	NC	10	3	NC	0	5	NC	80	72	NC	10	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	112	407	35028	97	99	99	637	627	613	8	7	6	3	6	10	78	74	73	12	13	11
Students with Disabilities	10	44	9625	100	100	100	537	535	530	30	28	21	10	14	21	50	53	55	10	6	4
Students without Disabilities	114	418	65428	95	97	98	639	632	604	6	5	6	3	6	11	81	76	73	11	13	10
Limited English Proficient Students	NC	NC	16765	NC	NC	100	NC	NC	525	NC	NC	17	NC	NC	20	NC	NC	60	NC	NC	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	33	36077	--	--	--	NC	561	566	NC	11	10	NC	19	16	NC	70	69	NC	0	5
Non-Economically Disadvantaged	118	429	38950	--	--	--	633	629	618	8	7	5	3	6	9	78	74	73	11	13	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	471	76019	100	100	100	521	528	499	6	4	14	37	26	39	10	15	14	47	54	33
All Students (Prior Year)	90	425	76230	99	99	100	516	513	498	7	5	12	24	31	38	20	18	12	49	46	37
Female	48	241	37207	98	99	100	525	530	499	4	3	12	42	25	41	6	14	14	48	58	33
Male	42	230	38677	100	100	100	517	526	498	7	5	15	32	27	38	15	17	13	46	51	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	11	28	29458	100	100	100	525	507	480	0	4	20	45	42	48	9	13	12	45	42	20
Asian/Pacific Islander	--	10	1673	--	100	99	--	577	531	--	0	4	--	0	29	--	20	14	--	80	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	77	420	35880	100	100	100	520	529	515	7	4	7	36	26	32	11	16	16	47	55	45
Students with Disabilities	NC	41	9786	NC	100	100	NC	494	457	NC	19	39	NC	33	40	NC	14	7	NC	33	13
Students without Disabilities	81	430	66233	99	97	99	528	531	503	1	3	11	37	26	39	10	16	14	52	56	35
Limited English Proficient Students	--	NC	15206	--	NC	100	--	NC	459	--	NC	31	--	NC	53	--	NC	7	--	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	33	35714				NC	500	480	NC	14	20	NC	41	47	NC	17	12	NC	28	20
Non-Economically Disadvantaged	83	438	40266				521	530	513	5	3	9	37	25	33	11	15	15	48	56	43

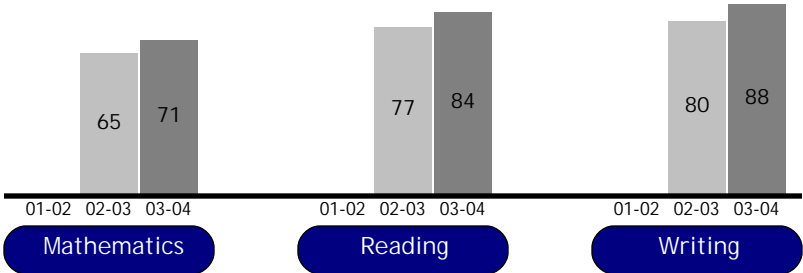
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	468	76020	99	99	100	511	514	503	16	10	25	20	17	23	53	57	40	11	17	12
All Students (Prior Year)	89	422	76202	98	98	100	517	512	505	6	6	19	22	21	24	57	59	46	16	15	11
Female	47	239	37213	96	98	100	514	517	504	13	5	22	17	17	23	60	60	42	11	18	13
Male	42	229	38666	100	100	100	507	511	501	20	14	29	23	18	22	45	53	38	13	15	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	11	27	29442	100	96	99	501	504	494	18	13	37	27	25	26	55	58	31	0	4	6
Asian/Pacific Islander	--	10	1672	--	100	99	--	518	513	--	0	12	--	10	19	--	50	49	--	40	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	76	419	35890	99	100	100	512	515	511	16	9	15	18	16	20	54	58	48	12	17	18
Students with Disabilities	NC	40	9784	NC	100	100	NC	494	485	NC	35	58	NC	26	19	NC	32	19	NC	6	4
Students without Disabilities	81	428	66236	99	97	99	513	516	504	11	8	23	21	16	23	56	59	42	12	17	13
Limited English Proficient Students	--	NC	15198	--	NC	100	--	NC	483	--	NC	59	--	NC	25	--	NC	14	--	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	31	35703				NC	497	494	NC	29	37	NC	21	26	NC	50	31	NC	0	6
Non-Economically Disadvantaged	83	437	40274				511	515	509	16	8	17	20	17	20	52	57	47	12	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	467	75673	100	99	100	558	585	530	10	6	12	21	16	25	58	65	58	10	14	4
All Students (Prior Year)	90	413	74692	99	96	99	528	528	502	9	6	18	20	20	27	56	59	47	15	15	8
Female	48	239	37099	98	98	100	582	605	548	4	2	8	17	13	22	67	68	64	13	17	6
Male	42	228	38441	100	100	99	529	563	513	17	11	16	27	18	29	49	61	52	7	10	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	11	28	29305	100	100	99	538	546	507	9	4	16	9	21	31	73	67	51	9	8	2
Asian/Pacific Islander	--	10	1665	--	100	99	--	651	573	--	0	6	--	20	16	--	50	67	--	30	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	77	417	35760	100	99	99	559	587	550	11	6	9	24	15	21	55	65	64	11	14	6
Students with Disabilities	NC	41	9706	NC	100	100	NC	492	462	NC	31	36	NC	22	32	NC	44	31	NC	3	1
Students without Disabilities	81	426	65967	99	96	99	571	593	536	6	4	10	20	15	25	63	66	60	11	15	5
Limited English Proficient Students	--	NC	15115	--	NC	100	--	NC	471	--	NC	26	--	NC	38	--	NC	35	--	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	32	35541				NC	499	504	NC	14	17	NC	29	31	NC	54	50	NC	4	2
Non-Economically Disadvantaged	83	435	40091				564	591	550	10	6	9	21	15	21	59	65	64	11	14	6

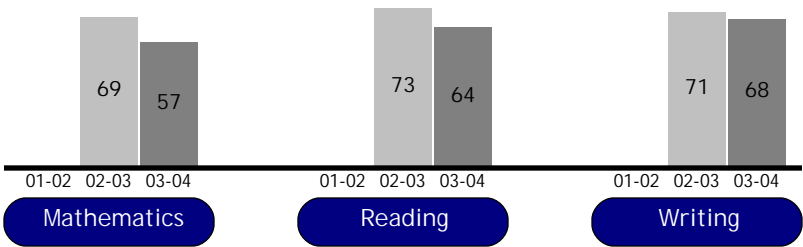
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	61	44	92	64	68	50	96	64	NA	58
	Language	--	--	61	39	95	54	61	43	98	60	63	50
	Mathematics	--	--	70	52	95	72	73	57	99	75	75	64
3	Reading	--	--	65	43	95	60	67	47	98	67	NA	55
	Language	--	--	66	50	94	66	70	54	95	73	74	61
	Mathematics	--	--	61	50	95	58	64	54	98	63	68	61
4	Reading	--	--	70	47	91	71	73	52	93	65	NA	56
	Language	--	--	64	45	92	62	67	48	94	59	69	52
	Mathematics	--	--	71	52	92	66	72	57	96	66	73	61
5	Reading	--	--	73	46	98	74	73	50	95	71	NA	55
	Language	--	--	64	43	98	65	63	46	97	57	67	49
	Mathematics	--	--	78	54	98	78	76	57	97	71	80	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Lone Mountain Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Curriculum and Instruction
- Ü Learning Environment
- Ü Evaluation, Assessment, Data Analysis
- Ü Strategic Planning

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	11.00	Teacher Aide	12.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	4	0	0
4 to 6 years	5	1	0	0
7 to 9 years	0	1	0	0
10 or more years	5	8	0	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	26
Core academic classes taught by Highly Qualified (NCLB) teachers.	78
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

### Special Facilities

- Ü 30-Station Computer Lab/Library
- Ü Band Room/Stage
- Ü Baseball/Soccer Field
- Ü Access to District Fine Arts Center

### Extracurricular Activities

- Ü Student Council
- Ü Instrumental Band
- Ü Eagle Chorus
- Ü Baseball/Basketball Clinics
- Ü Sing, America, Sing
- Ü LMES Report
- Ü Fifth Grade Overnight Trip

### Social Services

- Ü Scouts
- Ü Before/After School Care
- Ü Community Basketball/Baseball/Soccer
- Ü Chess Club
- Ü Gymnastics
- Ü Dance
- Ü Keyboarding
- Ü Spanish



# Lone Mountain Elementary School

## Indicators of Success Based on Historical Data from 2003-04

### School Achievements/Accomplishments 2003-04

- ü Lone Mountain Elementary School celebrated its inaugural year in 2002-03. We developed a strong PTO whose focus is on community building and 'fun' raising activities.
- ü Lone Mountain Elementary has the latest in 'e-learning.' Our students have access to a 30 computer work station, 4 to 6 computers in each classroom, and Smart-boards.
- ü Lone Mountain Elementary became a Kids at Hope School on September 11, 2003. We believe that all children are capable of success, NO exceptions!

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	4	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	54	43
Grades 3-4	76	75
Grades 4-5	74	64

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Make Your Day . . . Character Counts is our school wide citizenship program where students become self-motivated in their learning by making choices about their behavior that affects the safety and well-being of themselves and others.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Denise Horn	(480) 437-3000
Transportation Policy	Cathy Erwin	(480) 575-2081
Community Resources	Evelyn Holbrook	(480) 575-2075
School Nutrition Programs	Jeff Stemplek	(480) 575-2437
Parent Organization	Dot Denson	(480) 437-3000
Student Health/Nurse	Tracie Richards	(480) 437-3000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.